



Multicultural Education

Dr. Kristen Pennycuff Trent



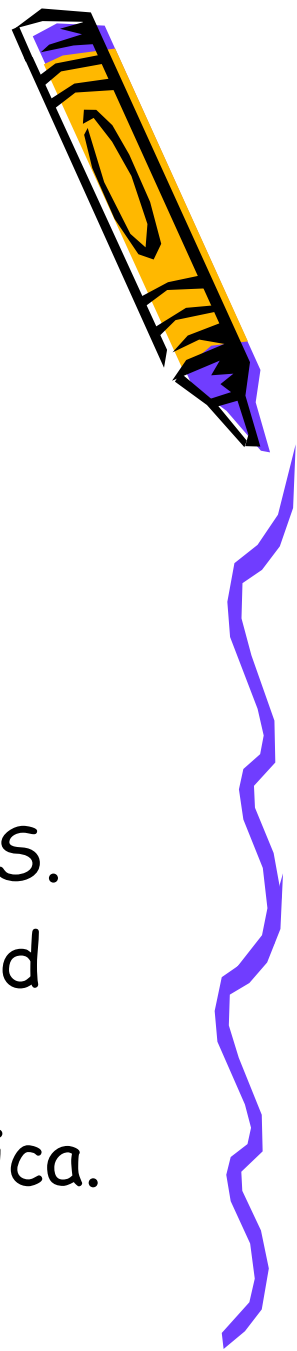
What is Multicultural Education?

1. Creation of equal educational opportunities for students from diverse racial, ethnic, social-class, and cultural groups
2. Acquisition of knowledge, attitudes, skills needed to function effectively in a pluralistic democratic society and
3. Interaction, negotiation, and communication with peoples from diverse groups to create a civic and moral community that works for the common good.

- (Banks and Banks, 1995)



Background of Multicultural Education

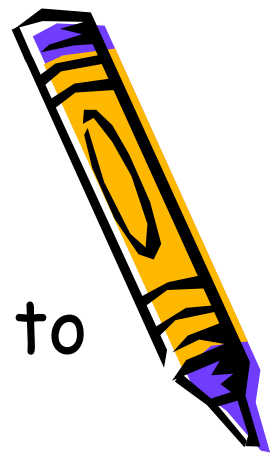


- It embraces the notion that all Americans have come from many races and ethnic groups.
 - These individuals and groups have helped to create and establish the US.
 - Their contributions must be welcomed and celebrated.
 - They must feel represented in America.



Why is Multicultural Education Important?

- The minority population will continue to increase.
 - Hispanic population is fastest growing ethnic group in US.
 - Hispanic population projected to triple from 46.7 million to 132.8 million from 2008 to 2050.
 - It's share of the total US population expected to double from 15 to 30 percent, and 1 in 3 US residents will be Hispanic.
 - (US Census Bureau, 2010)
- Nearly 1 in 5 K-12 students is Hispanic.
 - (US Hispanic Chamber of Commerce, 2008)



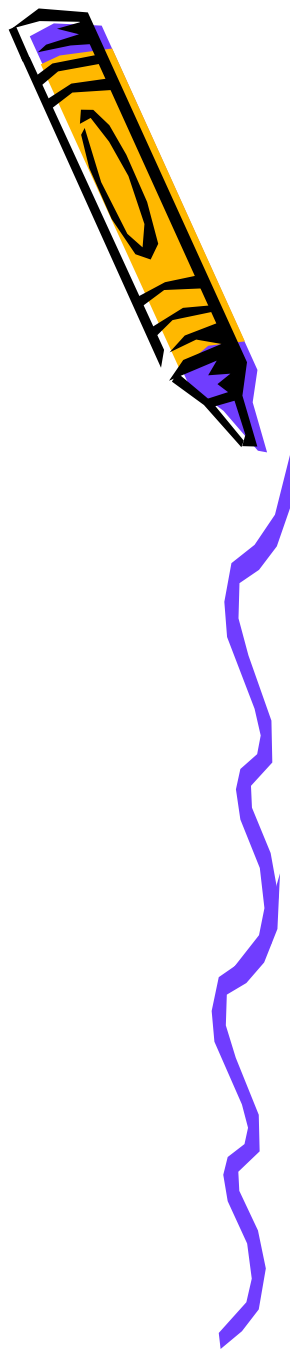
Why is Multicultural Education Important?

- As demographics change and educators begin to instruct students from diverse populations, they must also be prepared to handle any negative reaction to cultural diversity.
 - Encourage students to understand that cultural diversity means that societal groups coexist in harmony.
 - Help them to see that all people should have equal access to civil rights and political power.
 - Insist that students treat each other with tolerance and appreciation of individual differences.



More Than Just Holidays: Four Levels of Integration

- Contributions
- Additive
- Transformation
- Decision Making and Social Action





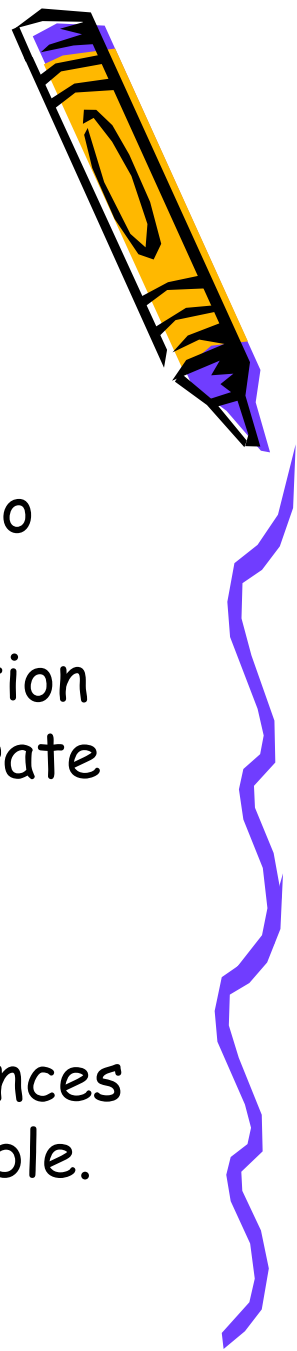
More Than Just Holidays

- Create an atmosphere of equal opportunity for all students.
- Create an atmosphere of cultural diversity and positive attitudes for people from all backgrounds and cultures.
- Establish a non-threatening atmosphere for learning so students can explore creative activities and succeed in school.
- Encourage students to become more culturally literate.

Also must involve parents and community.



Involvement of Parents and Community

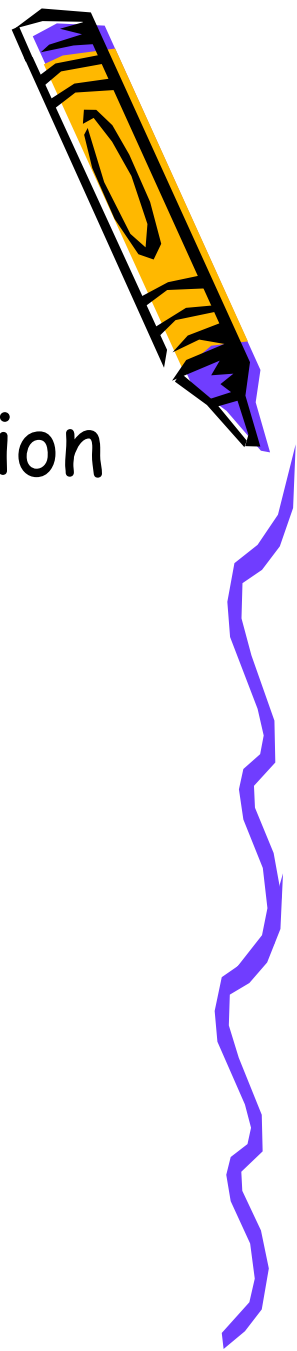


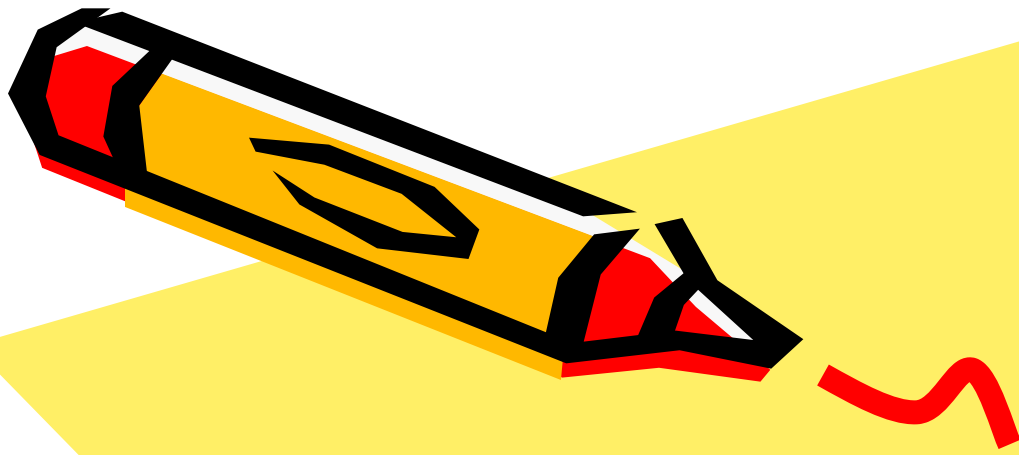
- Motivates cross-cultural interaction and encourages parents and community members to explore new education and academic ground.
- Encourages parents to integrate new information into their child-rearing practices and incorporate new ideas about education into their family networks.
- Support parents' confidence in actively participating in their students' school experiences and helps them realize school success is possible.



Your Turn

- What type of multicultural education have you seen in our schools?
 - Contributions
 - Additive
 - Transformation
 - Decision Making and Social Action





Language Determines Culture

Dr. Kristen Pennycuff Trent



Culture and Values



American Values

- Personal control over the environment. Man can determine the direction of his life.
- Change and progressiveness are good. The past is something to learn from and improve on.

Contrasting Cultural Value

- Fate: Life's plan is our destiny that cannot be altered by willpower.
- Tradition, rituals, customs, and the old tried-and-true ways are honored.



Culture and Values



American Values

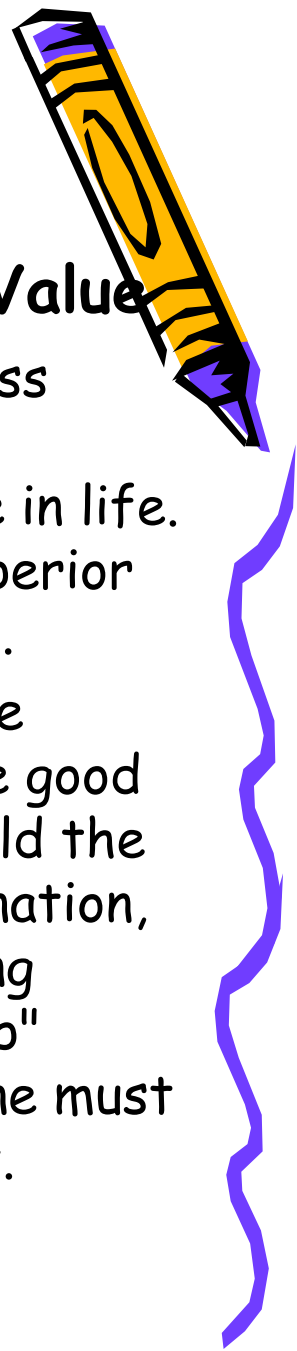
- The importance of control over time. Time should not be wasted, but should be saved. Schedules are important.
 - For example, invitations say 2:00 until 4:00, and the party will end at 4:00.

Contrasting Cultural Value

- Time is unimportant. There is no rush. The "manana" syndrome is present
 - For example, "tomorrow" the work will be finished, but there is no specification of which tomorrow.



Culture and Values



American Values

- Egalitarianism: The ideal of equality. "All men are created equal," and all races and creeds must enjoy equal rights under the law.
- Individualism and promotion of one's own benefit and needs. Individuality is more important. Privacy is honored.

Contrasting Cultural Value

- Hierarchy, status, class differences, and rank determine importance in life. Someone is always superior or inferior to another.
- Group orientation: The individual acts for the good of the family, to uphold the family, group, or the nation, and any acts that bring dishonor to the "group" disgrace everyone. One must "save face" at all cost.



Culture and Values



American Values

- Future orientation: Live for what is to come and live for today.
 - America is basically a very young, progressive country that looks toward future growth.
- Self-help: Honoring the "self-made" man. One can create his own luck and fortune with hard work and can rise from poverty to



Contrasting Cultural Value

- Past orientation: Follow the path of your ancestors and traditional ways.
- Birthright inheritance: People are born into their place in life. Individuals may not have a penny, but if they are born into royalty, position and status are afforded.



Culture and Values

American Values

- Informality: Newcomers can become confused by the apparent lack of formality and "casual" attitude when dealing with Americans.
- Ritual and formality do exist, but are not easy to discern.

Contrasting Cultural Values

- Formality: Addressing people by titles, last names, and observing formal rituals. Formal address is even included in language forms and functions.
- For example, tu is informal, and usted is the formal way to say you in Spanish.



Culture and Values

American Values

- Directness, frankness, and candid honesty are valued.
- It is better not to "beat around the bush"; one should "get right to the point." This trait is reflected in writing as well.

Contrasting Cultural Values

- Indirectness and "saving face" so as not to hurt or embarrass anyone is of prime importance.



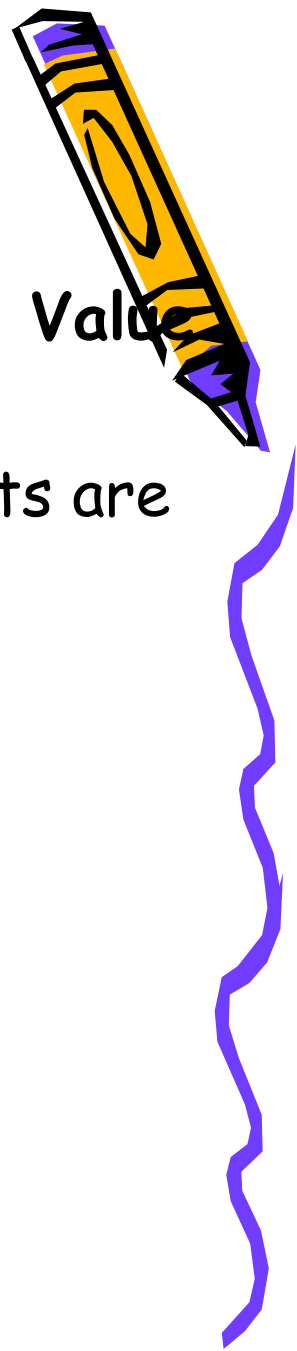
Culture and Values

American Values

- Materialism: The tangible items are more important than intangible ideals.

Contrasting Cultural Values

- Spiritualism and intellectual pursuits are valued.



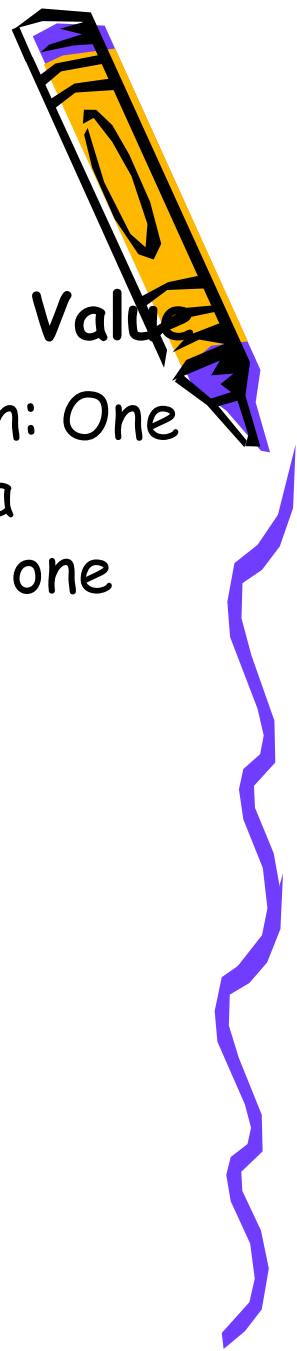
Culture and Values

American Values

- Action and work orientation:
As an example, look at the saying, "Idle time is the devil's workshop."
- It reflects the moral value placed on work. The employee must find something to do, even if the job is finished.
- Some kind of action must be taken, or the employee is seen as lazy.

Contrasting Cultural Values

- "Being" orientation: One is not defined by a career or by what one does.

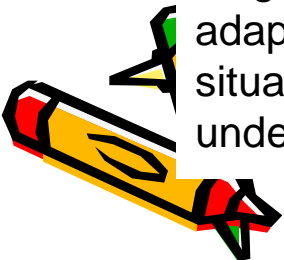
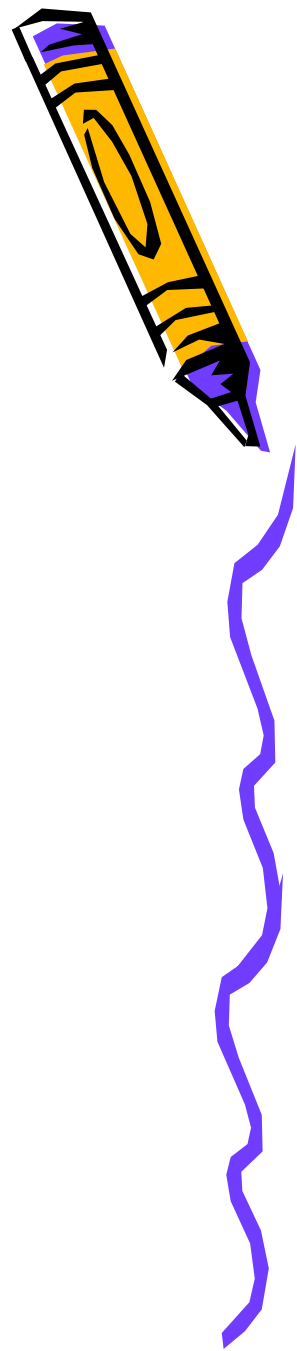


Scenario

Senora Salazar, the director of a growing school in a fairly large city in Columbia, decided that her new “bilingual” school needed to offer a more authentic experience if her students were to become bilingual. The current teachers of the colegio were native-born Columbians with excellent English skills; however parents were complaining that none of the teachers were native English speakers. To look for teachers willing to work overseas, Senora Salazar began advertising in the US for a teacher to direct and two teachers to teach in her bilingual program. Three young women with master’s degrees and a collective total of 12 years living abroad and teaching ESOL accepted the challenge and decided to go to work in Columbia.

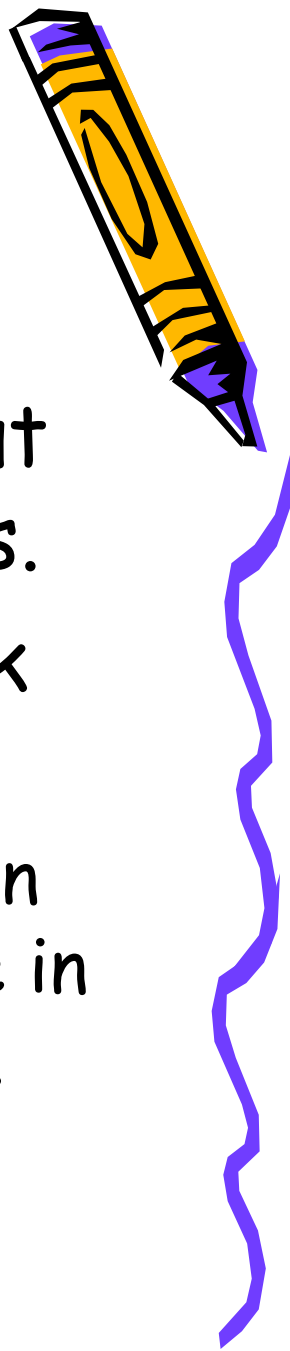
After eight months in the position, the director of the colegio became rude and intolerant of the North American teachers, continuously made nasty remarks, and decided that she hated Americans. One teacher quit under threat of arrest, and the other two shortly began to think of ways to get out of their situation. After the North American teachers left, the director hired British teachers, with the same disastrous results.

What had gone wrong? The young women were experienced language teachers, familiar with culture shock, and knowledgeable about adapting to other cultures. They applied their skills to their working situation, and nothing seemed to be appropriate. When they left, it was under volatile auspices.

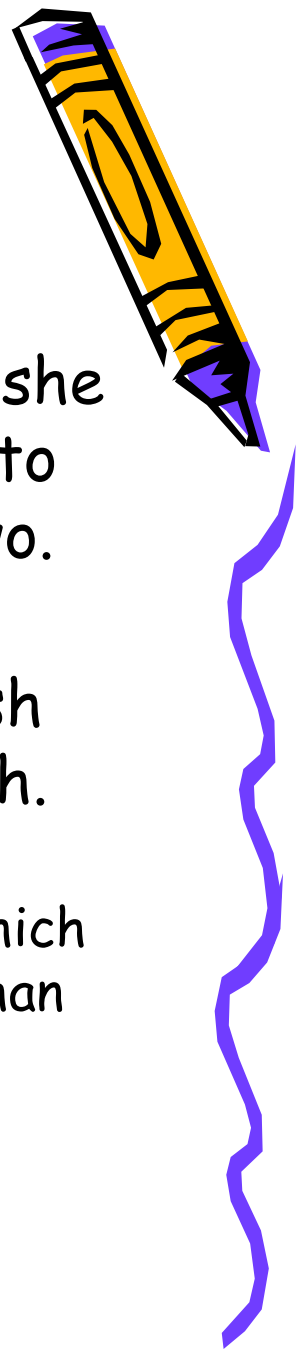


Scenario

- The director of the school wanted the English language taught without any of the American cultural traits.
- The North American teachers took their American values with them.
 - By only seeing through their American cultural lenses, problems rapidly rose in both professional and personal areas.



Scenario



- Senora Salazar did not understand why the Americans had to make decisions collectively; she expected the American hired as the director to make all the decisions and direct the other two.
- The American teachers were shocked when Senora Salazar refused to hire a fluent English speaker because she was not attractive enough.
 - The director explained that the students would not accept the teacher if she was of a lesser status (which included beauty, dress, manners, and social class) than they.



Scenario

- The North American teachers would decide on time frames and deadlines to implement educational strategies, and these were totally disregarded.
 - They could not accustom themselves to the attitude of the unimportance of time.



Scenario



- The North American teachers seemed more informal in their dress and mannerisms.
 - They would sit on the desks, would talk to the maid who served them morning coffee, and would not hesitate to state their opinions if they disagreed with the director.



Scenario



- To Senora Salazar, all these behaviors indicated their lack of proper decorum and total lack of respect for tradition and ritual, resulting in daily discord.
- Inevitably, the teachers left thinking that the director was a cruel person with a dictatorial style, and that she was abusive to the overworked Columbian teachers.
- The director, however, was left with the feelings that the North American teachers were rude, disrespectful, and lazy.



Scenario

American Value System

- Egalitarianism
- Time Values
- Discomfort with Being Differential

Columbian Value System

- More Formality
- Respect for Traditional Roles
- Less Pressure on Time and Schedules



Language and Culture Are Inseparable



- Language is a mirror its' speakers' attitudes and ideas and it is impossible to teach the language in a vacuum.
- Speakers of different languages have different perceptions of the world according to their own cultural perceptions.



Thoughts About Culture



- Cultural miscommunication occurs because people perceive concepts through their own cultural lens.
- What seems logical, sensible, important, and reasonable to a person in one culture may seem irrational and unimportant to an outsider.
- When people talk about cultures, they tend to describe the differences but not the similarities.
- It requires experience as well as study to understand the subtleties of another culture.
- Understanding another culture is a continuous and not a discrete process.



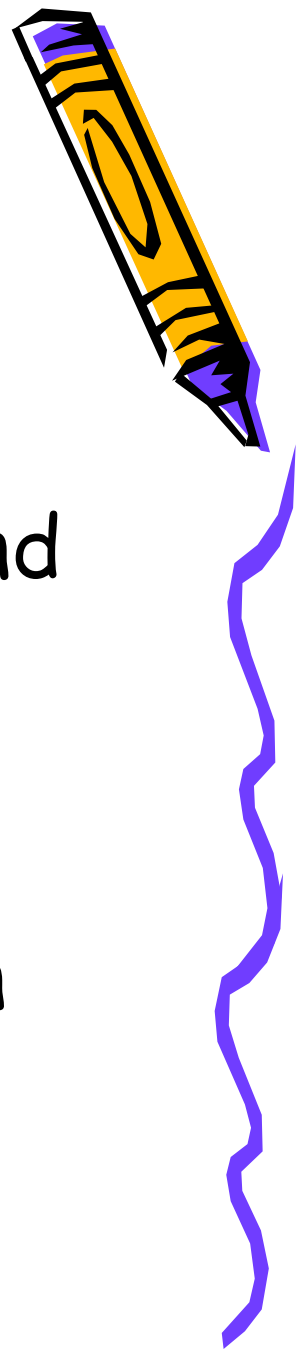
Thoughts About American Culture



- Some people are offended because people from the US use the term "American" to describe themselves.
 - Can refer to Latin Americans, Central Americans, South Americans, Mexicans, and North Americans
 - We use it because no easier or more appropriate term exists to describe people from the US



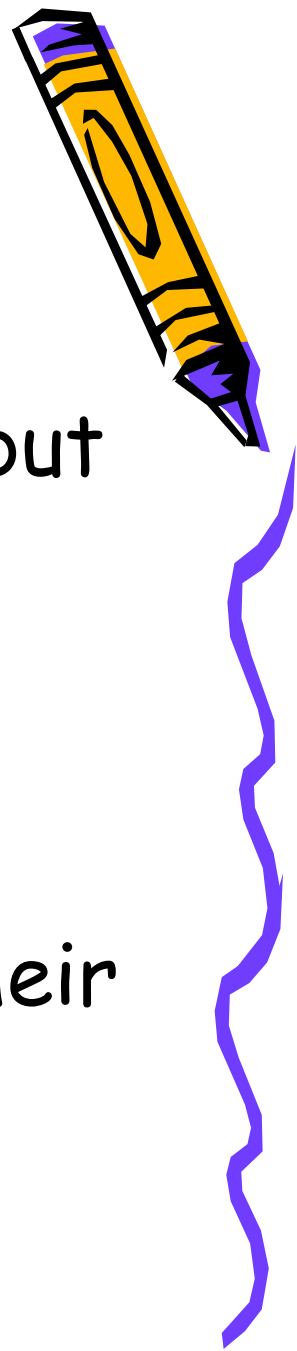
Thoughts About American Culture



- Once people understand their own cultural values, they can understand why other cultures may be so "different"; not wrong, just different.
- Every culture functions well within its own system.



Thoughts About American Culture



- Cultures have mainstream values, but stereotypes need to be avoided.
 - South: hospitality, charm, food
 - Northeast: history, educational institutions, and seafood
- Individuals are different within their own cultures.



Thoughts About American Culture

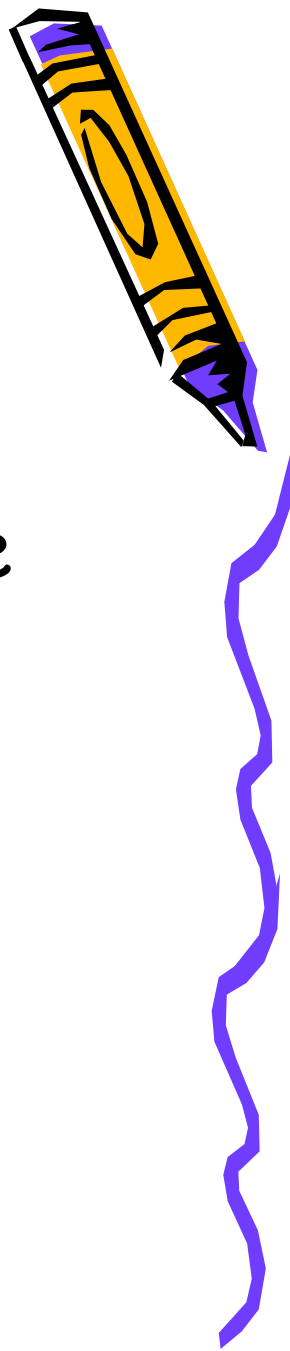


- American values, and values from every culture, stem from historical, political, and religious beliefs over a long period of time.



Your Turn

- Think of 10 sayings from the American culture that indicate the values of American society.
 - Don't waste time
 - Get to the point





Teaching and Learning Styles: A Cultural Reflection

Dr. Kristen Pennycuff Trent



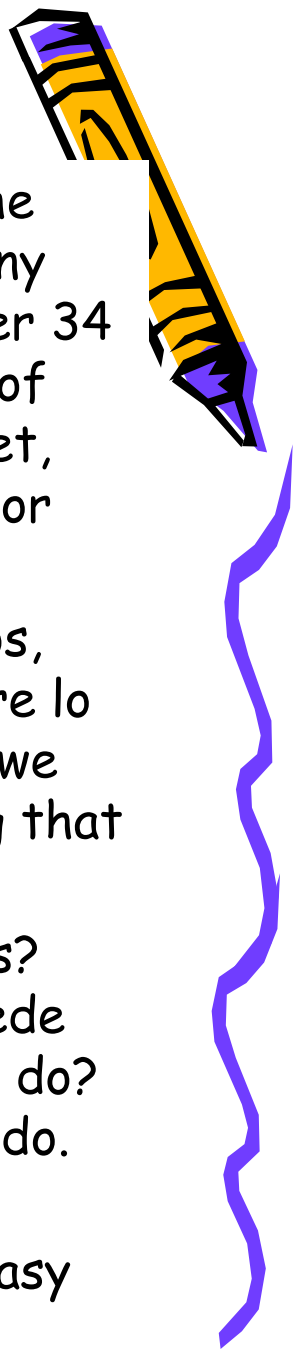
Scenario

Ms. Peters teaches a first-grade bilingual class and adores the beautiful children she sees in front of her. She has spent many years learning Spanish, and this is her first bilingual class. Her 34 students are almost all from Puerto Rico, with the exception of one child, who is from Peru. She has no teacher's assistant yet, but she has invested a lot of time in organizing and planning for instruction, so she feels well prepared.

She chooses an assignment to get to know her children. "Ninos, vamos a hacer algo muy divertido. Hagan un dibujo que muestre lo que hicieron durante sus vacaciones este verano." ("Children, we are going to do something that is a lot of fun. Make a drawing that shows what you did during your vacation this summer.")

The children began a barrage of questions, "Pero que hacemos? Usamos las crayolas o los marcadores? Teacher, usted me puede ayudar a dibujar un barco? No se'que hacer." ("But what do we do? Do we use the crayons or the markers? I don't know what to do. Teacher, can you help me draw a boat?")

"Wow!" thought Ms. Peters. "So many questions for such an easy assignment."



Teaching and Learning Styles



- All individuals have their own learning styles and approaches to educational experiences.
 - Age, cultural environment, and the family's beliefs and training mold the child into a certain type of learner, which is reflected by his or her cognitive behavior in the classroom.
 - When home beliefs are incongruent with those of the teacher and culture of the American classroom, misunderstandings occur.



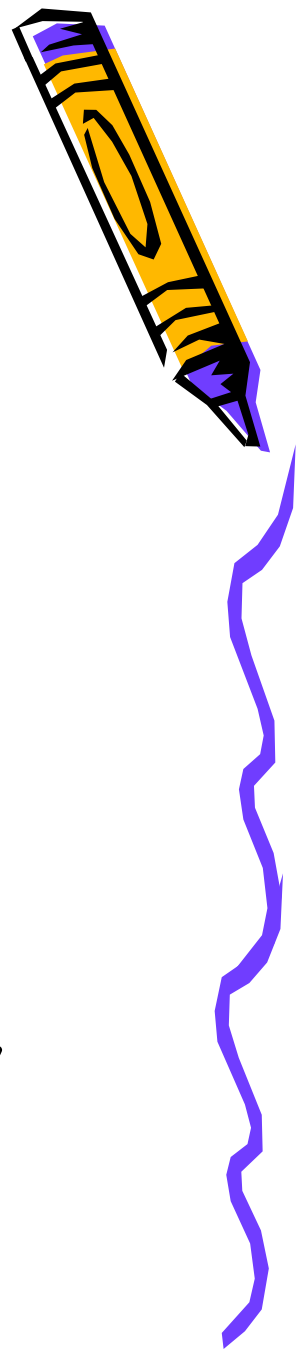
Teaching and Learning Styles



- Children who come from cultures that promote independence are often "field-independent," which suggests that their learning styles may be more analytical and independent.
- Gollnick and Chin (1998) mentioned that children who are less assimilated into the dominant society (with the exception of Asian Americans) may have the tendency to be global or "field-sensitive" learners.



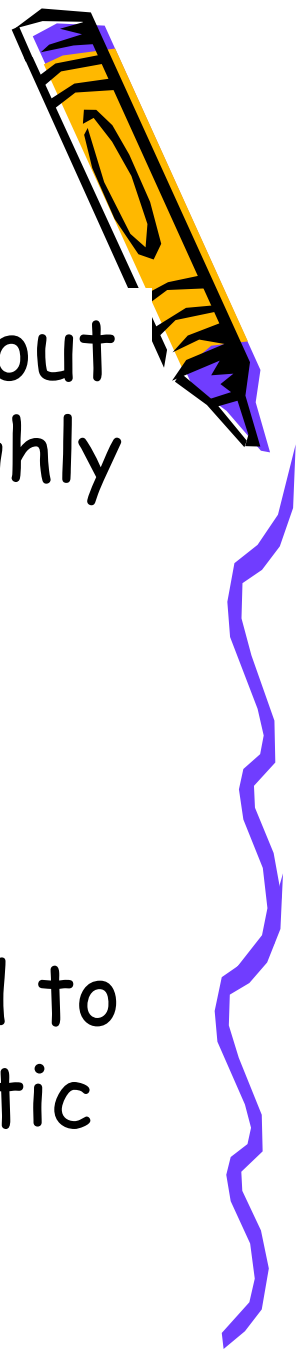
Teaching and Learning Styles



- Teachers and students who understand each other's expectations can expect fewer cultural collisions that disturb the educational process. Students can become bored, unresponsive, discouraged, or test poorly if they are uncomfortable in class.
- (Felder and Henriques, 1995).



Teaching and Learning Styles



- Various researchers have pointed out that Asian students tend to be highly visual learners
 - (Ehrman and Oxford, 1995; Reid, 1995).
- Hispanics are generally auditory learners
- Non-Westerners are more inclined to learn through tactile and kinesthetic modes



Relationship to Peers

Field-Independent Behavior

- Prefers to work independently
- Likes to compete and gain individual recognition
- Is task-oriented; is inattentive to social environment when working
- Social atmosphere is secondary

Field-Sensitive Behavior

- Likes to work with others to achieve a common goal
- Likes to assist others
- Is sensitive to feelings and opinions of others



Personal Relationship to Teacher



Field-Independent Behavior

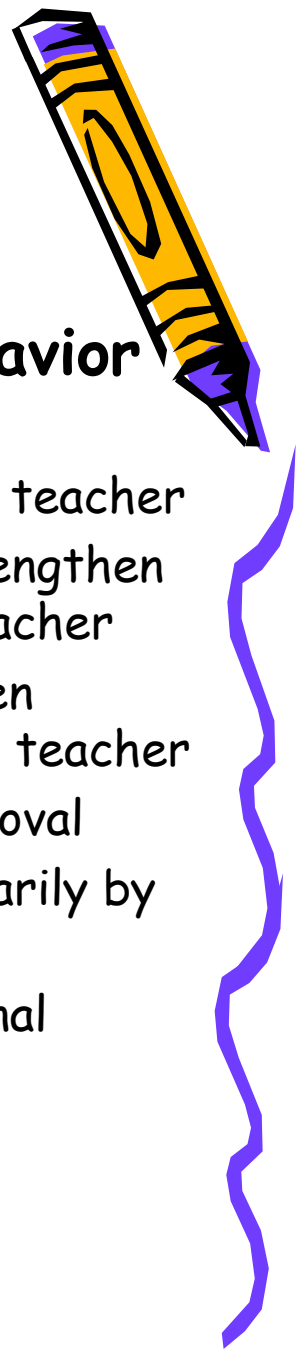
- Rarely seeks physical contact with teacher
- Is formal; restricts interactions with teacher to tasks at hand

Field-Sensitive Behavior

- Openly expresses positive feelings for teacher
- Asks questions about teacher's tastes and personal experiences; seeks to emulate the teacher



Instructional Relationship to Teacher



Field-Independent Behavior

- Likes to try new tasks without help from the teacher
- Impatient to begin tasks
- Likes to finish first
- Seeks nonsocial rewards
- Teacher uses formulas, charts, and graphs to instruct
- Learners prefer trial and error

Field-Sensitive Behavior

- Seeks guidance and demonstration from the teacher
- Seeks rewards that strengthen relationship with the teacher
- Is highly motivated when working individually with teacher
- Teacher expresses approval
- Teacher instructs primarily by modeling
- Teacher provides personal rewards
- Teacher holds informal discussions in class
- Teacher is sensitive to students' problems



Characteristics of Curriculum that Facilitate Learning



Field-Independent Behavior

- Emphasizes details of concepts
- Parts have meaning of their own
- Teaches math and science concepts based on the discovery approach
- Emphasizes facts and principles
- Focuses on instructional objectives
- Encourages competition and independent achievement. which are approached analytically

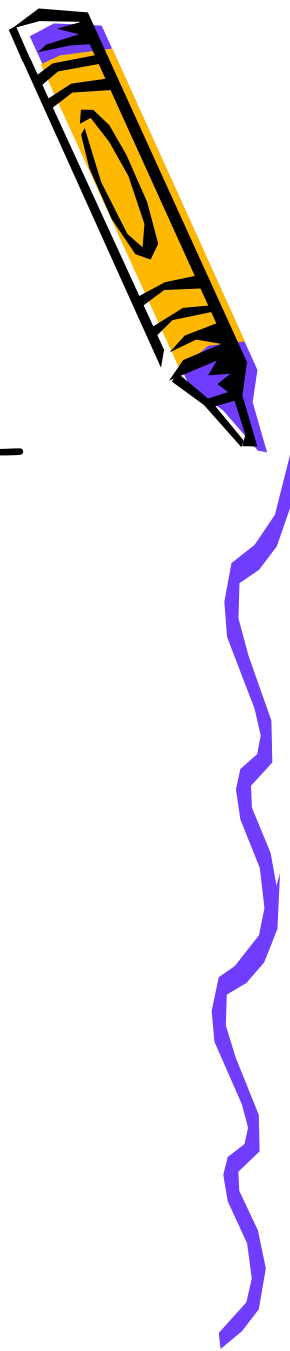
Field-Sensitive Behavior

- Explains performance objectives and global aspects of curriculum carefully
- Presents concepts in humanized story format
- Relates concepts to personal interests and experience of students
- Approaches learning in a global perspective
- Personalizes curriculum based on human needs of the learner



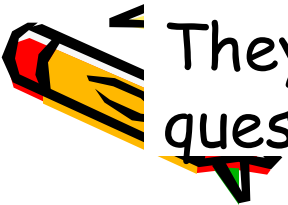
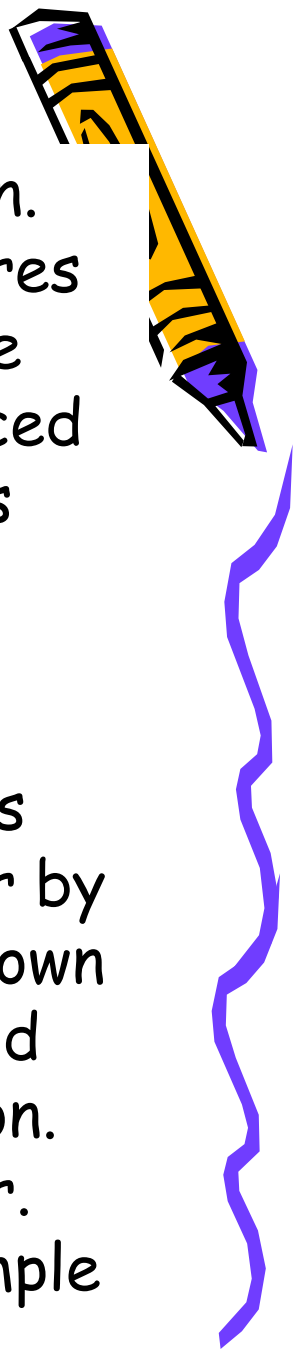
Your Turn

- Are you field-independent or field-sensitive?
 - As a student?
 - As a teacher?



Scenario

Mr. Cooper is the new teacher on the reservation. He has great respect for Native American cultures and appreciates the opportunity to work with the children of this nation. He has carefully introduced the concept of his lesson, and feels sure that his students understand what is being taught. He decides to test comprehension and directs a question to Running Bear, who does not know the answer. In an effort to help him, Mr. Cooper asks Sara, his brightest student, to help Running Bear by giving him the answer. Sara just puts her head down and does not answer. Mr. Cooper calls on one child after another, but no one will answer the question. Mr. Cooper is confused by his students' behavior. They are deliberately refusing to answer the simple question.

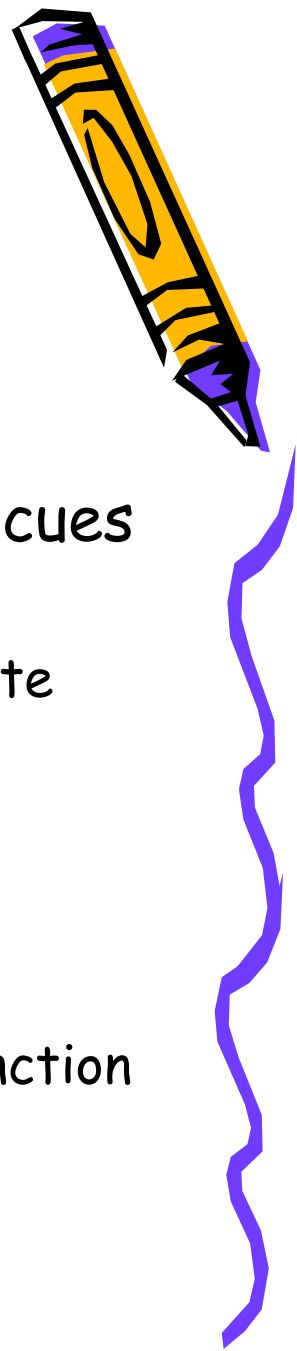


Caution

- Beware of thinking that merely understanding a culture is enough
 - Every family is unique, with its own set of traditions and values.
 - Every individual has their own idiosyncrasies.



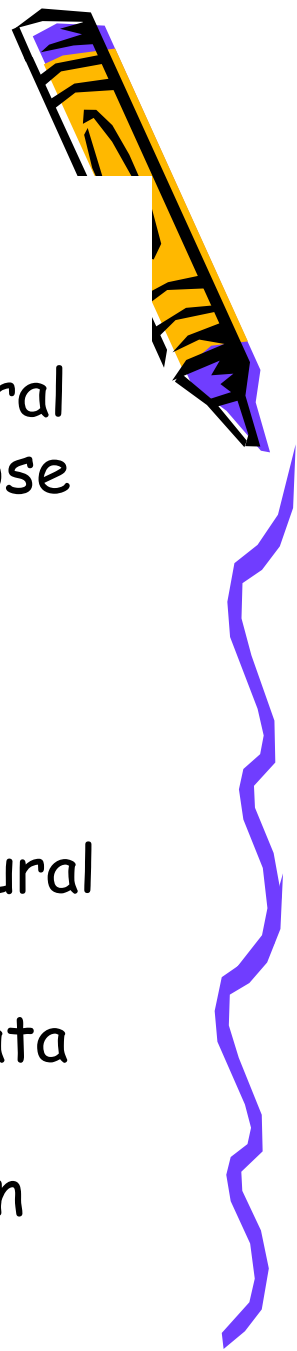
Points to Remember



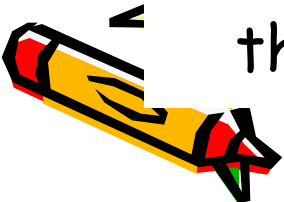
- Teaching and learning styles reflect cultural backgrounds .
- Students who have teachers from their same culture have little problem understanding the cues provided by the teacher.
 - Students will already be familiar with the appropriate interactional behaviors expected in the classroom .
- With proper instruction, field-dependent and field-independent students can learn to be bicognitive;
 - that is, their learning styles can be expanded to function appropriately in any given situation .



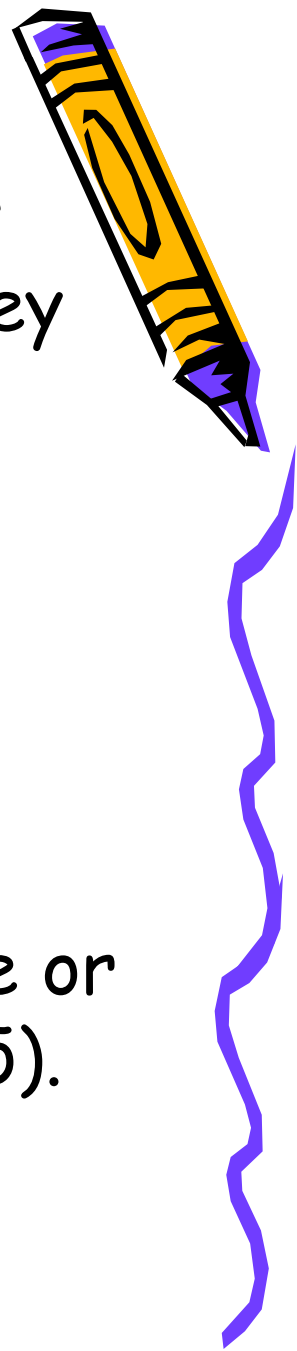
Points to Remember



- Teachers need to provide activities that incorporate all types of learning styles .
- Teachers need to be aware of their own cultural learning styles and preferences, as well as those of their students .
- Stereotyping can happen when false and exaggerated characteristics of a group are attributed to the individual, but **sociotyping** involves an accurate generalization about cultural groups as a whole.
- If teachers misinterpret the learning style data and make decisions based on incorrect assumptions, students can be hurt or limited in their school experience .



Points to Remember



- Mainstream teachers are often at odds with their diverse students because they are unaware of the differing cultural values they bring to the classroom .
- Teachers need to plan curriculum and instruction to incorporate the learning styles of their students .
- If students are uncomfortable in class, they may become bored or unresponsive or test poorly (Felder and Henriques, 1995).

